



## RRLDP Tier I Part I - Online Component

A rapidly changing world				
Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Setting Direction	Candidate can identify contemporary issues shaping community expectations in response and recovery.	<p>Candidate researches and identifies contemporary issues shaping community expectations in response and recovery.</p> <p><b>Examples:</b>            Professional memberships, relevant current readings, conferences, study programmes, community engagement, customer satisfaction surveys, lessons management.</p> <p>Changes to technology, community demographics.</p>	<p>Provide a Portfolio of Evidence detailing any relevant research being used to identify contemporary issues shaping community expectations in response and recovery.</p> <p><b>Key points to consider include- research:</b></p> <ul style="list-style-type: none"> <li>• professional memberships</li> <li>• studies undertaken</li> <li>• conferences attended</li> <li>• relevant current readings</li> <li>• community engagement</li> <li>• customer satisfaction surveys</li> <li>• lessons management activities</li> </ul> <p>Provide a Portfolio of Evidence detailing two contemporary issues you are working to adapt to.</p> <p><b>Key points to consider include - contemporary issues:</b></p> <ul style="list-style-type: none"> <li>• Technology</li> <li>• Demographics</li> <li>• Social trends</li> </ul>	<p><i>"What research do you undertake to identify contemporary issues shaping community expectations in response and recovery?"</i></p> <p><i>"Tell me about two contemporary expectations you have or are working to adapt your response or recovery approach to."</i></p>
Setting Direction	Candidate can describe how they would need to modify emergency response and recovery approaches to accommodate contemporary community expectations.	<p>Candidate contributes new ideas to the emergency management programme in which they are involved to meet contemporary community expectations.</p> <p><b>Examples:</b>            New ideas about stakeholder engagement, technological changes, policies, procedures, partnerships required.</p>	<p>Provide a report on new ideas you have contributed to accommodate contemporary community expectations in the last three years.</p> <p><b>Key points to consider include:</b></p> <ul style="list-style-type: none"> <li>• engagement ideas</li> <li>• technological improvements</li> <li>• partnership development</li> <li>• policy or procedural improvements.</li> </ul>	<p><i>"Tell me how you have modified your response or recovery approach, methods, systems, networks to accommodate changing community expectations."</i></p>



Managing Self				
Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Managing Self	Candidate can identify the effects on the body caused by sustained fatigue and stress.	Candidates understand how their body reacts to sustained fatigue and stress.  Examples:  Reaction to high stress, fatigue, campaign emergency response or recovery operations, time pressures.	Provide a report explaining how your body reacts to sustained fatigue and stress.  Key points to consider include: <ul style="list-style-type: none"> <li>• reaction to stress and fatigue</li> <li>• reaction to campaign response &amp; recovery operations</li> <li>• reaction to time pressure.</li> </ul>	<i>“Tell me about how your body reacts to sustained fatigue and stress.”</i>
Managing Self	Candidate can apply strategies to manage the effects of fatigue and stress.	Candidate can apply strategies to manage the effects of fatigue and stress on themselves.  Examples:  Use of third space, controlled breathing, exercise, diet, effective coping strategies.	Provide a report on strategies you apply to manage the effects of fatigue and stress.  Key points to consider include: <ul style="list-style-type: none"> <li>• techniques you use to manage fatigue and stress.</li> </ul>	<i>“Tell me about the ways you manage your body to better cope with sustained fatigue and stress.”</i>
Managing Self	Candidate can identify ethical issues in response and recovery.	Candidate identify ethical issues in response or recovery.  Examples:  Biases, diversity, social class, age, gender, difficult decision- making.	Provide a report on two ethical issues you have identified in your response or recovery context.  Key points to consider include: <ul style="list-style-type: none"> <li>• e.g. Biases, diversity, social class, age, gender.</li> </ul>	<i>“Tell me about ethical issues you have observed in response or recovery.”</i>



## Managing partnerships and relationships

Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Managing Relationships and Engaging and Partnering with Māori	Candidate can identify factors that impact on the effectiveness of partnerships.	Candidate identifies factors that impact on the effectiveness of partnerships in the response or recovery context.  <i>Examples:</i> Trust, respect, empathy.	Provide a report of two examples you have experienced of factors that impacted on the effectiveness of partnerships in response or recovery.  <i>Key points to consider include:</i> <ul style="list-style-type: none"> <li>two examples should be different factors e.g. trust, respect, empathy.</li> </ul>	<i>“Tell me about factors you see that impact on the effectiveness of partnerships in the response or recovery context.”</i>
Managing Relationships and Engaging and Partnering with Māori	Candidate can apply strategies to improve the effectiveness of partnerships.	Candidate applies strategies to improve the effectiveness of partnerships in the response or recovery context.  <i>Examples:</i> Relationship building, power sharing, co-creation, engagement activities, partnering.	Provide a report on strategies you have applied to improve the effectiveness of partnerships in your response or recovery context.  <i>Key points to consider include:</i> Relationship building, power sharing, co-creation, engagement activities, partnering.	<i>“Tell me about strategies you use to improve the effectiveness of partnerships in the response or recovery context.”</i>



Leadership concepts and principles				
Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Leading People and Delivering Results	Candidate can identify factors that affect decision-making and multi-agency team effectiveness.	<p>Candidate identifies factors that affect decision-making and multi-agency team effectiveness in their response or recovery context.</p> <p><b>Examples:</b>            Hierarchy, existing relationships, communication barriers, perceptions, peer group pressure.</p>	<p>Provide a report identifying two factors that affect decision-making and multi-agency team effectiveness in your response or recovery context.</p> <p><b>Key points to consider include:</b></p> <ul style="list-style-type: none"> <li>• hierarchy</li> <li>• existing relationships</li> <li>• communication barriers</li> <li>• perceptions</li> <li>• peer group pressure.</li> </ul>	<i>“Tell me about factors that affect decision-making and multi-agency team effectiveness in your response or recovery context.”</i>
Leading People and Delivering Results	Candidate can apply strategies to improve decision-making and multi-agency team effectiveness.	<p>Candidate applies strategies to improve decision-making and multi-agency team effectiveness in their response or recovery context.</p> <p><b>Examples:</b>            Questioning, consensus techniques, debate.</p>	<p>Provide a report explaining strategies you use to improve decision-making and multi-agency team effectiveness in your response or recovery context.</p> <p><b>Key points to consider include:</b></p> <ul style="list-style-type: none"> <li>• questioning</li> <li>• consensus techniques</li> <li>• debate.</li> </ul>	<i>“Tell me about strategies you use to improve decision-making and multi-agency team effectiveness in your response or recovery context.”</i>



People in disasters				
Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Setting Direction	Candidate can describe a range of psychosocial impacts of disasters on communities.	Candidate considers the psychosocial impacts of disasters on the communities in response or recovery.  <b>Examples:</b> Confusion, anger, inability to take in information, anxiety, helplessness, disruption, divisions.	Provide a report explaining an example of when you considered the psychosocial impacts of disasters on a community in response or recovery.  <b>Key points to consider include:</b> <ul style="list-style-type: none"> <li>• confusion</li> <li>• anger</li> <li>• inability to take in information</li> <li>• anxiety</li> <li>• diversity of impact in groups.</li> </ul>	<i>“Tell me about an example of when you considered the psychosocial impacts of disasters on a community in response or recovery.”</i>
Setting Direction	Candidate can state how their decisions may impact on community recovery.	Candidate considers how their decisions may impact on community recovery.  <b>Examples:</b> Create victim mindsets, enable empowerment, rush people into decisions, do no harm.	Provide a report explaining how one of your decisions impacted on community recovery.  <b>Key points to consider include:</b> <ul style="list-style-type: none"> <li>• creating victim mindsets</li> <li>• enable and empower</li> <li>• rush people into decisions</li> <li>• facilitate and coordinate</li> </ul>	<i>“Tell me about how one of your decisions impacted on community recovery.”</i>
Delivering Results	Candidate can improve their capability to influence others.	Candidate implements strategies to improve their capability to influence others.  <b>Examples:</b> Join organisations, gain qualifications, learn public speaking, gain cross-cultural understanding.	Provide a report describing two strategies you are implementing to improve your capability to influence others.  <b>Key points to consider include:</b> <ul style="list-style-type: none"> <li>• joining organisations</li> <li>• gaining qualifications</li> <li>• learning public speaking</li> <li>• gaining cross-cultural understanding</li> <li>• conducting partnering workshops.</li> </ul>	<i>“Tell me about strategies you are implementing to improve your capability to influence others.”</i>



<p>Setting Direction</p>	<p>Candidate can recognise that a community is comprised of diverse groups with diverse needs, vulnerabilities and capabilities.</p>	<p>Candidate seeks to understand the diverse groups with diverse needs, vulnerabilities and capabilities in the community they serve.</p> <p><b>Examples:</b> Aged, youth, cultural groups, disability, business, tourism.</p>	<p>Provide a report explaining what you have learnt about two diverse groups with diverse needs, vulnerabilities and capabilities in the community you serve.</p> <p><b>Key points to consider include:</b></p> <ul style="list-style-type: none"> <li>aged</li> <li>youth</li> <li>cultural groups</li> <li>disability</li> <li>business</li> <li>tourism</li> <li>difference in access to services.</li> </ul>	<p><i>“Tell me what you have learnt about the diverse groups with diverse needs, vulnerabilities and capabilities in the community you serve.”</i></p>
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## Political and governance layers

Capability	Learning outcome	Workplace evidence	RPL Assessment	Professional Conversation
<p>Setting Direction</p>	<p>Candidate can describe the social licence within which they operate and the importance of trust.</p>	<p>Candidate works to build social licence and trust for their organisation.</p> <p><b>Examples:</b> Knows the legitimate basis for the organisation, works to be seen as credible, builds trust with stakeholders.</p>	<p>Provide a report detailing activities you undertake to build social licence for your organisation/role.</p> <p><b>Key points to consider include:</b></p> <ul style="list-style-type: none"> <li>legitimate basis for the organisation</li> <li>builds credibility with stakeholders</li> <li>builds trust with stakeholders.</li> </ul>	<p><i>“Tell me about activities you undertake to build social licence and trust for your organisation.”</i></p>
<p>Setting Direction</p>	<p>Candidate can describe how their role fits within the New Zealand national security system.</p>	<p>Candidate is objectively assessed to competently operate and lead in response or recovery leadership role - effectively aware of their role in the New Zealand national security system.</p> <p><b>Examples:</b> Active engagement with other national security system partners in readiness, relationship-building and planning for significant multi-agency, multi-level emergencies beyond the usual range of hazards and immediate partners.</p>	<p>Provide a report detailing how your organisation fits into the New Zealand national security system.</p> <p><b>Key points to consider include:</b></p> <ul style="list-style-type: none"> <li>all agencies risk awareness, reduction, readiness, response and recovery</li> <li>all hazards, all of government national security system</li> <li>the role of central government leadership in national security.</li> </ul>	<p><i>“Tell me how your organisation fits into the New Zealand national security system.”</i></p>



# RRLDP Tier 1 Part 2 – Face-to-Face Component

Understanding the disaster context				
Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Setting Direction and Managing relationships	Candidates can identify the cascading consequences of a disaster.	Candidate proactively identifies cascading consequences of a disaster event.  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Ripple maps</li> <li>• Consequence mapping</li> </ul>	Provide a report of the process you utilised to identify the cascading consequences in an event.  <b>Key points to consider are:</b> <ul style="list-style-type: none"> <li>• multi-agency engagement</li> <li>• multi-layer consequences forecasting.</li> </ul>	<i>“Tell me about the process you utilised to identify the cascading consequences in an event.”</i>
Setting Direction and Managing relationships	Candidates can identify the networks of groups and organisations involved in responding to and recovering from a disaster.	Candidate proactively identifies groups and organisations they need to influence.  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Government</li> <li>• Non-government</li> <li>• Private</li> <li>• Community.</li> </ul>	Provide a report of the groups and organisations you proactively created influence with in an event.  <b>Key points to consider are:</b> <ul style="list-style-type: none"> <li>• partnership development</li> <li>• engagement activities</li> <li>• consultation activities</li> <li>• co-creation activities</li> </ul>	<i>“Tell me about the groups and organisations you proactively created influence with during an event.”</i>



## Understanding the legislation framework and CIMS in complex emergencies

Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Delivering Results	<p>Candidate can:</p> <ul style="list-style-type: none"> <li>describe CIMS as a set of management principles processes, roles and arrangements – rather than a structure</li> <li>explain the Incident Classification Matrix</li> <li>describe the role of Controllers and Recovery Managers as an interface with governance</li> <li>describe the intelligence cycle in a multi-agency context</li> <li>describe the planning process in a multi-agency context.</li> </ul>	<p>Candidate has been seen to operate and lead in response or recovery leadership roles in significant, multi-agency, multi-level emergency contexts.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Actual response or recovery context</li> <li>Protracted response or recovery exercise</li> <li>Leadership in readiness activities</li> </ul>	<p>Provide a report explaining how CIMS is applied within your organisation in response or recovery, and your leadership role within it.</p> <p><b>Key points to consider are:</b></p> <ul style="list-style-type: none"> <li>responsive to community needs / Urupare ki ngā hiahia haporiFlexibility / Ngāwaritanga</li> <li>unity of effort / Mahi ngātahi</li> <li>CIMS Incident Classification Matrix</li> <li>relationship with governance</li> <li>intelligence cycle</li> <li>planning process</li> <li>management by objectives.</li> </ul>	<p><i>“Tell me about how you lead in significant multi-agency, multi-level response or recovery contexts.”</i></p> <p><i>“How does the response or recovery leadership role that you are in, or aspire to, relate to similar roles at the same level, and at higher and lower levels?”</i></p> <p><i>“Tell me about how the intelligence and planning processes work within response or recovery for the organisation that your role is a part of.”</i></p>





Partnering with Iwi in response and recovery				
Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Managing Relationships and Engaging & Partnering with Māori	Candidate can partner with Iwi in emergency management.	Candidate identifies and implements approaches to partner effectively with Iwi in emergency management.  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Developing relationships</li> <li>• Exchanging information</li> <li>• Joint planning</li> <li>• Joint training</li> </ul>	Provide a report of an example of how you have implemented an action to partner effectively with Iwi.  <b>Key points to consider are:</b> <ul style="list-style-type: none"> <li>• the examples should show the development of a partnership approach e.g. develop trust, develop relationship, information exchange, joint planning, joint training.</li> </ul>	<i>"Tell me about examples of how you have implemented an action to partner effectively with Iwi."</i>
Leading at the political interface				
Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Managing Relationships	Candidate can interact effectively with the political layer.	Candidate anticipates and meets the expectations of the political layer.  <b>Examples:</b> <ul style="list-style-type: none"> <li>• Understand information requirements</li> <li>• Foresee political issues</li> <li>• Provide briefings to politicians</li> </ul>	Provide a report explaining a time you anticipated and met the expectations of the political layer.  <b>Key points to consider are:</b> <ul style="list-style-type: none"> <li>• information requirements</li> <li>• political issues foreseen</li> <li>• briefings provided.</li> </ul>	<i>"Tell me about a time you anticipated and met the expectations of the political layer."</i>



## Leading your response or recovery team to make good decisions

Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Setting Direction and Leading People	<p><b>Candidate can:</b></p> <ul style="list-style-type: none"> <li>implement tools and techniques to enhance decision-making of self and others.</li> <li>create an environment that optimises decision making in a multi-agency context.</li> </ul>	<p>Candidate actively works to improve decision- making of multi-agency teams.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Creates psychological safety</li> <li>Tools and techniques</li> <li>Critical questioning</li> <li>Probability cards</li> <li>Cognitive bias aide memoire</li> </ul>	<p>Provide a report explaining two examples of actions you have taken to improve decision-making of a multi-agency work group.</p> <p><b>Key points to consider are:</b></p> <ul style="list-style-type: none"> <li>biases and heuristics</li> <li>impact of stress/pressure on cognition groupthink</li> <li>psychological safety.</li> </ul>	<p><i>“Tell me about two examples of actions you have taken to improve decision-making of a multi-agency work group.”</i></p>

## Leading your team for better performance

Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Leading People and Managing Relationships	<p><b>Candidate can:</b></p> <ul style="list-style-type: none"> <li>identify inhibitors to effective multi-agency team performance.</li> <li>implement strategies to enhance multi-agency team performance.</li> </ul>	<p>Candidate actively identifies inhibitors to and implements strategies for enhanced multi-agency team performance.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Team launch techniques</li> <li>Psychological Safety</li> <li>Empowerment</li> <li>STICC</li> <li>Extreme teaming</li> </ul>	<p>Provide a report detailing a time you have actively identified inhibitors to and implemented strategies for enhanced multi-agency team performance.</p> <p><b>Key points to consider are:</b></p> <ul style="list-style-type: none"> <li>multi-agency team barriers</li> <li>multi-agency team culture</li> <li>psychological safety</li> <li>team launch</li> <li>team briefings.</li> </ul>	<p><i>“Tell me about a time you actively identified inhibitors to and implemented strategies for enhanced multi-agency team performance.”</i></p>



## Leaders role in public information management

Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Leading People and Managing Relationships	<p><b>Candidate can:</b></p> <ul style="list-style-type: none"> <li>work effectively with the PIM to ensure communities and stakeholders have their information requirements met</li> <li>work effectively with the PIM to influence perceptions of stakeholders and communities</li> <li>work effectively with the PIM to stimulate stakeholders and communities to take desired actions.</li> </ul>	<p><b>Candidate works effectively with their PIM to:</b></p> <ul style="list-style-type: none"> <li>ensure communities and stakeholders have their information requirements met</li> <li>influence perceptions of stakeholders and communities</li> <li>stimulate stakeholders and communities to take desired actions.</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>PIM function</li> <li>Stakeholders diversity e.g. landowners, elected officials, tourists, business, Iwi, people from non-English speaking backgrounds, people with physical and intellectual challenges, community, evacuees, parents of school-age children etc.</li> <li>Information sharing</li> <li>All forms of media</li> <li>Community meetings</li> <li>Perceptions</li> <li>Actions</li> </ul>	<p>Provide a report selecting a stakeholder you and a PIM have needed to provide information to. Detail the stakeholder's information requirements, how these requirements were met and the action you were able to achieve.</p> <p><b>Key points to consider are:</b></p> <ul style="list-style-type: none"> <li>stakeholders' diversity e.g. landowners, elected officials, tourists, business, Iwi, people from non-English speaking backgrounds, people with physical and intellectual challenges, community, evacuees, parents of school-age children etc.</li> <li>information sharing</li> <li>all forms of media</li> <li>community meetings</li> <li>perceptions</li> <li>actions.</li> </ul>	<p><i>"Tell me about a time you have worked with a PIM to influence a stakeholder to take action."</i></p>



## Understanding the social impacts of disasters

Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Managing Relationships and Managing Self	Candidate can explain psychosocial needs and general capacities of people in disaster contexts.	<p>Candidate considers the psychosocial impacts of disasters on self, staff and community.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Psychosocial impacts on communities and emergency workers</li> <li>• Psychosocial needs of communities in the short, medium and long term</li> <li>• Psychosocial recovery models</li> <li>• Psychosocial impacts can differ in individuals and communities.</li> <li>• Community-based psychosocial interventions.</li> </ul>	<p>Provide a report detailing the psychosocial impacts you considered in an event and the strategies utilised to support people.</p> <p><b>Key points to consider are:</b></p> <ul style="list-style-type: none"> <li>• psychosocial impacts</li> <li>• psychosocial recovery models.</li> </ul>	<p><i>"Tell me about a time you considered psychosocial impacts in an event and the strategies you utilised to support people."</i></p>



Facilitating community involvement in response and recovery				
Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Leading People and Managing Relationships	<p><b>Candidate can:</b></p> <ul style="list-style-type: none"> <li>gain an oversight (from previous disaster experiences) as to the potential offers of goodwill from people, organisations, corporates and philanthropic within NZ in response to and recovery from a disaster</li> <li>establish knowledge of the roles of volunteering organisations in disaster work</li> <li>ensure the voluntary efforts and offers of goodwill from people, organisations, corporates and philanthropic are included in response and recovery approaches.</li> </ul>	<p>Candidate works in partnership with people, organisations, corporates and philanthropic sectors in disaster response and recovery.</p> <p>Candidate has knowledge of the roles of volunteering organisations in disaster work.</p> <p>Candidate ensures the voluntary efforts and offers of goodwill from people, organisations, corporates and philanthropic are included in response and recovery approaches.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>NGOs</li> <li>Emergent groups</li> <li>Community engagement</li> <li>Philanthropic organisations</li> </ul>	<p>Provide a report detailing an emergency where you worked in partnership with people, organisations, corporates and philanthropic sectors to achieve disaster response and recovery objectives.</p> <p><b>Key points to consider are:</b></p> <ul style="list-style-type: none"> <li>collaboration</li> <li>coordination</li> <li>co-creation</li> <li>partnerships</li> <li>NGOs</li> <li>emergent groups</li> <li>community engagement</li> <li>philanthropic organisations.</li> </ul>	<p><i>“Tell me about a time you where you worked in partnership with people, organisations, corporates and philanthropic sectors to achieve disaster response and recovery objectives.”</i></p>



## Understanding and managing yourself in an operational context

Capability	Learning outcome	Workplace evidence	RPL assessment	Professional conversation
Managing Self and Leading People	<p>Candidate can proactively take care of self and others in their team.</p> <p>Candidate seeks to continuously improve the performance of self and others.</p>	<p>Candidate proactively takes care of self and others in their team.</p> <p>Candidate works to continuously improve the performance of self and others.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Reflective practice</li> <li>• Moral choice</li> <li>• Managing stress</li> <li>• Diet and dehydration</li> <li>• Fatigue</li> <li>• Psychosocial impacts</li> <li>• Using coping strategies.</li> </ul>	<p>Provide a report detailing how you proactively took care of yourself and others in your team during a response or recovery operation.</p> <p>Provide a report detailing how you continuously improve the performance of yourself and others.</p> <p><b>Key points to consider are:</b></p> <ul style="list-style-type: none"> <li>• example setting</li> <li>• coaching</li> <li>• mentoring</li> <li>• rule setting</li> <li>• life balance in stressful contexts.</li> </ul>	<p><i>"Tell me about how you proactively took care of yourself and others in your team during a response or recovery operation."</i></p> <p><i>"Tell me about how you continuously improve the performance of yourself and others."</i></p>